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ABSTRACT

This resource guide provides information on community service-learning activities for rural students. The guide is based on focus-group sessions in which participants from five rural Appalachian counties identified community service activities that would enhance students' academic success, improve their transition from school to work, and address the development needs of rural communities. Participants included representatives of business and labor, educators, officials of tech prep and school-to-work programs, and community economic development leaders. Selected sites were counties that had applied to be designated as a federal rural Empowerment Zone or Enterprise Community or counties that had a high school implementing a tech prep curriculum. Sites represented various economic bases. The guide describes the major community and economic development issues and related student service-learning activities for each of the five sites. Tables list the activities, along with each activity's skill development rating assigned by focus-group participants and the academic value rating assigned by high school teachers. Also included are a directory of 30 Internet sites related to service learning, community service and volunteerism, and state commissions on community service, and 16 abstracts of documents related to community service-learning available through ERIC. The appendix includes demographic information on the five sites. (LP)

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# Work-Based, Community Service-Learning Activities for Students in Rural America

by
Hobart L. Harmon
**The Rural Center at AEL**

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# Work-Based, Community Service-Learning Activities for Students in Rural America

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**Hobart L. Harmon**

Appalachia Educational Laboratory

The Rural Center

Charleston, West Virginia

**November 1996**

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AEL's mission is to link the knowledge from research with the wisdom from practice to improve teaching and learning. AEL serves as the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia. For these same four states, it operates both a Regional Technology in Education Consortium and the Eisenhower Regional Consortium for Mathematics and Science Education. In addition, it serves as the Region IV Comprehensive Technical Assistance Center and operates the ERIC Clearinghouse on Rural Education and Small Schools.

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A special thank you is also extended to the many teachers who thoughtfully contributed their ratings of community service-learning activities suggested by the focus group participants. Their willingness and ability in rating the degree to which each activity supported the academic achievement of mathematics, science, and communications skills was critical to the success of the project.

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# Executive Summary

This resource publication addresses a shortage of information needed to provide rural students with educational opportunities envisioned in both the National and Community Service Trust Act of 1993 and the School-To-Work Opportunities Act of 1994. The Learn and Serve America K-12 initiative that has grown out of the first of these two acts could boost efforts to revitalize rural America, but only if it can be integrated into other reform efforts under way to raise academic achievement. Linking service-learning methods with rural school-to-work initiatives and rural economic revitalization efforts could become one such integrated effort, resulting in improved academic achievement and stronger rural communities.

The Appalachia Educational Laboratory (AEL) conducted a study in the spring and summer of 1996 in five rural counties of the Appalachian region to develop a resource publication that could help make such linkages possible. In each site, key community and economic development leaders, educators, and selected business people participated in an idea-generating session. They hoped to create a list of service-learning activities for students that would help students develop high-level skills within the context of the rural economy. Participation in these activities could (a) enhance students' academic success in school, (b) improve their transition from school to the workplace (into a high-skill occupation), and (c) address the development needs of their rural communities. The study identified 190 service-learning activities, which are included in this resource publication. The publication also includes brief descriptions of 30 Internet sites and 16 resource documents described in the Educational Resources Information Center (ERIC) database, all offering additional information about community service learning.

# Introduction

This resource publication addresses a shortage of information needed to provide rural students with educational opportunities envisioned in both the National and Community Service Trust Act of 1993 and the School-To-Work Opportunities Act of 1994. The Learn and Serve America K-12 initiative that has grown out of the first of these two acts could boost efforts to revitalize rural America, but only if it can be integrated into other reform efforts under way to raise academic achievement. Linking service-learning methods with rural school-to-work initiatives and rural economic revitalization efforts could become one such integrated effort, resulting in improved academic achievement and stronger rural communities.

Of the more than 3,000 counties in the United States, over 75 percent are rural (Ghelfi, 1993). According to a United States General Accounting Office (1992) report to Congress,

> Rural America's underlying challenge is to revitalize local and regional areas by developing enterprises that can respond to changing economic conditions. To effectively address this challenge, rural areas need new approaches that will help them overcome the barriers to development resulting from their remoteness, sparse populations, and dependence on a single industry. For these approaches to be effective, rural areas need to...develop a more educated workforce. (p. 2)

The service-learning method can become a powerful way to help rural students actively participate in efforts to revitalize their communities. Community-based, school-to-work transition activities also could bring relevance to students' academic studies by connecting them to real-life situations. It may be these sorts of planned experiences that hold the promise for motivating rural students in their studies. Currently, most pragmatic-minded rural students live in local economies that have provided few jobs requiring high academic achievement. In an article in *Research in Rural Education*, Reid (1989) explains,

> The poor performance of the rural economy during the 1980's creates major challenges for rural youth. Youth will need better educations to qualify for emerging jobs that demand higher skills. They will need to lead community-wide actions to develop creative opportunities for economic growth. They also will need to develop effective community organization and leadership to manage the future growth of their communities. Schools and economic development agencies need to cooperate in developing better futures for rural youth. (p. 17)

Based on ideas generated by community and economic development leaders in five rural counties of Appalachia with various types of local economies, this resource publication offers a starting point for educators and business leaders who seek to collaboratively reconnect the vitality and career interests of young people with their communities' needs.

In its report, *America's Choice: High Skills or Low Wages*, the National Commission on the Skills of the American Workforce (1990) indicates more Americans must become prepared to perform high skills in the modern workplace or they are destined for a lifetime of low wages and economic hardship. Robert Reich (1992), former U.S. Secretary of Labor, in a speech at the National School Boards Association annual convention, suggests the issue is simply education and prosperity or ignorance and poverty.

Sher (1987) argues that in Appalachia, where many of the most needy people live, the existing connection between education and development seems negative. Taught to be passive and deferential, rural youth have been treated as not especially bright and have not been trained to expect bright futures. He suggests, however, that schools have great potential for community revitalization. In no part of rural America, more so than in Appalachia, could service-learning help address the harsh economic and social realities of the 1990s by engaging the vitality of its youth.

The federal programs in community service-learning and school-to-work transition seem well suited to address, in an integrated

and collaborative way, the unique needs of both rural youth and their communities. The school-to-work initiative including such programs as Tech Prep, holds particular promise for the neglected majority of high school students who take low-level academics through the general education curriculum and receive a high school diploma that prepares them for neither the workplace nor college. According to a U.S. Department of Education official, however, the program must strengthen its work experience component to meet requirements of the legislation passed by Congress (Tech Prep Programs, 1994). One method that could be used is to provide service-learning activities for students that are quality, work-based learning opportunities within the context of the rural economy.

The major objective of this resource publication is to identify work-based learning opportunities for which the service-learning method might be used to (a) enhance students' academic success in school, (b) improve their transition from school to the workplace (into a high-skill occupation), and (c) facilitate the development needs of their rural communities. These activities, along with the resource sections describing Internet sites and documents in the Educational Resources Information Center (ERIC) database, should enable educators and community leaders throughout rural America to begin creating work-based learning opportunities for students—opportunities that offer inherent long-term benefits to both students and their communities.

# Meeting Student and Community Needs

Community service-learning offers a unique opportunity for young people to prepare both themselves and their communities for economic and individual well-being. In essence, young people and communities need each other more than ever in rural America. When local leaders and high school teachers collaborate to create opportunities for youth to serve their communities, many good things begin to happen. Youth gain a variety of useful skills, while the community gains a new generation of involved citizens and the work of additional minds and hands to accomplish development goals.

This resource publication describes a method for initiating such collaborations, and presents the results of its application in five local communities. Readers may find the ideas presented in Tables 2-6 useful in themselves or they may wish to replicate this method for (a) identifying work that needs to be done in their community, and (b) asking both leaders and teachers to help decide how beneficial to students--in terms of helping students gain skills and academic substance--each task would be when performed by students as a service-learning experience.

Besides helping readers discover a way to benefit from local understandings of needed services and skills, this publication also describes information and resources available from other sources across the nation via the Internet and the ERIC system.

## Seeking Local Ideas

The initial pool of counties to be studied was limited to those that had applied to be designated a federal rural Empowerment Zone or a federal rural Enterprise Community. Additionally, the researchers gave higher priority to counties that had a high school implementing a Tech Prep curriculum. Five counties were selected from those identified, hereafter referred to as "sites."

The five sites were selected as examples of rural places dependent on different types of economies. The economy in Site 1 was greatly dependent upon government workers. Site 2 had transitioned from a county with considerable agricultural influence on the economy to a county heavily dependent on manufacturing occupations. Site 3 offered primarily manufacturing and retail trade jobs, while Site 4 depended on coal mining as its major contributor to the local economy. Site 5 relied on the service industry, manufacturing and retail trade jobs in the local economy. These sites manifest the characteristics of many rural communities responding to challenges in the areas of community and economic development and education reform. Based on 1990 Census data (Bureau of the Census, 1992), some of the characteristics shared by these counties include low population density, high levels of poverty, low percentages of high school and college graduates, high levels of unemployment, and largely blue-collar occupations for those who are employed in the paid workforce. The economy in each site is becoming more service based. Some comparisons are shown in Table 1 on page 4 (more detailed demographic information is included in the county profiles located in the appendix).

Through a modified focus group session in each of the five sites, participants identified examples of community service activities that a student might perform to help accomplish local community and economic development goals. Participating in the session were representatives of business and labor, educators, officials of the Tech Prep and school-to-work programs in the state or community, and community economic development leaders.

To establish the links among activities intended to support student participation in Tech Prep, school-to-work transition, and rural community revitalization, the opportunities described must be seen as valuable to both communities and education. Therefore, local rural development leaders were asked to rate each activity with respect to its value in providing students with an opportunity to develop skills needed for a job or career. Likewise, Tech Prep teachers at each of the high schools also rated each suggested activity with respect to the activity's power to support and enhance students' academic achievement in science,

**Table 1**
**Characteristics of the Five Research Sites**

| | County | | | | |
|---|---|---|---|---|---|
| | Site 1 | Site 2 | Site 3 | Site 4 | Site 5 |
| Population | 10,000* | 16,000* | 16,000* | 35,000* | 18,000* |
| Rural population (%) | 100* | 100* | 100* | 100* | 80* |
| School enrollment | 2,200* | 2,600* | 3,400* | 5,900* | 3,800* |
| Persons without high school diploma (%) | 50* | 50* | 59* | 60* | 49* |
| Median household income | 12,855 | 19,324 | 10,598 | 12,855 | 15,858 |
| People below poverty level (%) | 40* | 15* | 46* | 40* | 23* |
| Population born in state (%) | 89* | 74* | 71* | 81* | 81* |
| Civilian labor force unemployed (%) | 20* | 5* | 25* | 22* | 10* |
| Average commuting distance to work (minutes) | 30 | 22 | 25 | 26 | 22 |
| Occupation with greatest employment | precision craft & repair | machine oprs. assemblers, & inspectors | precision craft & repair | precision craft & repair | machine oprs. assemblers, & inspectors |
| Industry with greatest employment | retail trade | manufacturing, durable goods | retail trade | coal mining | manufacturing, durable goods |
| Median monthly mortgage | 380 | 398 | 364 | 366 | 432 |
| Median monthly rent | 246 | 241 | 217 | 221 | 230 |

Based on 1990 Census data.
*Figures rounded.

mathematics, and communications by giving students the chance to apply their knowledge in the workplace.

Both the session participants and the teachers used the same rating scale of 1 (low) to 5 (high). Scores of session participants represent consensus ratings. Teacher scores represent majority opinions of the degree to which the activity supports students' academic achievement in mathematics, science, or communications.

## Using Local and National Information Sources

Locally identified and developed work-based learning opportunities offer the greatest potential for students to perform service-learning activities that meet the needs of both students and their communities. This publication does not attempt to provide "the definitive list" of such activities for students in rural areas. Rather, those seeking to offer such learning opportunities for students in rural places are encouraged to consider the local ideas, Internet sites, and ERIC documents described as a springboard for creating work-based service-learning activities that are aligned with student career interests and community needs.

Moreover, experiences in developing this publication reveal that counties and communities with a formal community and economic development plan, broadly conceived and developed locally, will provide an excellent foundation for identifying "needed" work-based community service-learning activities—activi-

ties beneficial to both students and their community.

One additional noteworthy lesson was learned in this project that should be considered by users of this resource publication who seek to solicit or place a value on local work-based community service-learning activities. The "academic" glasses through which educators view activities tied to the workplace may result in educators assigning a lower value or status for some tasks than that assigned by local business persons. Local community leaders may view a task in broad general terms—a view that reflects a range of skill levels that could be learned by the student if given the opportunity. Local business persons may also judge a task to be of high level, when teachers see the same task as having little value for supporting academic achievement. These observations may provide yet more evidence of the need to bridge the gap between what students learn in school classrooms and its relevance to the workplace. Perhaps it is this gap that community service-learning activities can fill in connecting with local school-to-work initiatives.

**Internet Resources.** Many rural schools and communities now have access to the Internet. Consequently, Internet sites offering community service ideas and materials are valuable resources to educators who wish to tap "outside expertise," yet create a community-based program of service-learning opportunities for students. This resource publication enables the user to access 30 Internet sites with a focus on community service.

**ERIC Resources.** The Educational Resources Information Center (ERIC) system of 16 clearinghouses is the largest educational database in the world. Many excellent publications are available through ERIC. Sixteen such publications are briefly described in this resource publication.

# Service-Learning Activities

Participants in the focus group sessions conducted in each county recognized the valuable contribution high school youth could make in accomplishing local community and economic development goals. Meeting participants shared a rich and diverse array of suggestions for activities youth could engage in. This section of the resource publication describes the major community and economic development issues and related student service-learning activities for each of the five sites selected. Tables show the activities, along with each activity's skill development rating assigned by the focus group participants and the academic value rating assigned by teachers at the high school.

Each skill development rating represents, on a scale of 1(low) to 5 (high), the consensus opinion of the focus group participants regarding the level of skill that would be developed if the student chose to use the activity as preparation for an occupation or career. It should be noted that session participants assumed that the student would obtain the maximum benefit from performing the activity. For example, removing trash from the community might require the student to plan the activity, perhaps in cooperation with others, make decisions about how to dispose of the materials, and consider ways to manage trash removal in the community.

Teacher ratings represent the majority opinion score on a scale of 1 (low) to 5 (high) regarding how well the activity would support academic achievement by applying mathematics, science, or communications skills taught in the high school. It should be noted, however, that considerable variance exists in activities' applications to math or science, on the one hand, and to communications, on the other. For example, making a presentation to a community group about tourism sites in the area would be a much greater application of communication skills than math or science. However, planning for development of an environmental site (e.g., a river) might require a student to possess considerable natural science knowledge and skill in applying that knowledge in the context of maximizing use of a natural resource as a tourist attraction.

## Site 1

Site 1 is a member of the federally designated and funded Central Appalachia Empowerment Zone/Enterprise Community project. As a result, local community members have collaborated to form a comprehensive community and economic development plan. Local leaders target the Enterprise Community funding to address major initiatives in health care, tourism, education, and a variety of infrastructure issues. The focus group participants identified 61 service-learning activities that students could perform that would assist the county in accomplishing its community and economic development goals.

Forty-nine of the activities would help develop a high level of skill, if used as preparation for an occupation or career, according to the focus group participants. Seven activities

**Table 2. Site 1 Activities**

| | Academic Rating / Skill Rating | ↓ |
|---|---|---|
| Develop brochures to promote clean community | High | 4 |
| Conduct community awareness campaign | High | 4 |
| Describe environmental issues in community beautification program | High | 4 |
| Survey vehicle traffic patterns in county to facilitate tourism | High | 4 |
| Conduct market research to promote tourism | High | 4 |
| Design tourism placemats of key local attractions for placement in restaurants and other businesses | High | 4 |
| Operate recycling center | High | 4 |
| Establish outlet for selling crafts | High | 4 |
| Design and build retirement homes | High | 4 |
| Operate peer educators program for drug free schools | High | 4 |
| Prepare and serve fat-free dinner for community | High | 4 |
| Conduct poster campaign for healthy nutrition | High | 4 |
| Conduct poster campaign for alcohol/drug awareness | High | 4 |
| Assess community's interest in community activities | High | 4 |
| Identify sites for industrial or commercial use | High | 4 |
| Conduct janitorial services for churches and other civic organizations | High | 4 |
| Tutor other students | High | 4 |
| Conduct child care and babysitting services | High | 4 |
| Act as lab assistants in high school | High | 4 |
| Serve as teacher assistant | High | 4 |
| Conduct computer literacy sessions for community | High | 4 |
| Perform computer repair | High | 4 |
| Install computer software for citizens | High | 4 |
| Perform computer upgrades for community businesses | High | 4 |
| Improve habitat in public housing | High | 4 |
| Perform construction tasks for creating county park | High | 4 |
| Conduct Big Brother/Big Sister program to teach CPR and first aid | High | 4 |
| Establish hunting and fishing guide service | High | 4 |
| Develop and conduct recognition program for community beautification program | High | 4 |
| Develop crafts for sale to tourists and others | High | 4 |
| Conduct wellness program for young people | High | 4 |

were considered medium-to-high skill development activities. Eight activities would involve the student in developing medium skill. While four activities would give the student a range of low-to-high skills, only three activities were judged to offer the student a low-level skill development opportunity. These were "remove trash from county," "erect community promotion signs," and "assist in janitorial services at school."

Of the 61 activities suggested by the focus group participants, 34 were given high ratings (a 4) by teachers with respect to how well the activity would support a student's academic achievement in mathematics, science, and communications skills. An additional 26 activities were rated a 3 and were considered valuable service-learning activities for applications of the three school subjects. Only one activity, "erect community promotion signs," was rated a 2. No activity received a rating of 1.

**Table 2 (continued)**

| | Skill Rating | Academic Rating |
|---|---|---|
| Create access areas for persons who want to use river | Medium, High | 4 |
| Offer shopping services for new mothers, senior citizens, and handicapped | Medium, High | 4 |
| Conduct recreation day camp for youths (sports, dance, archery, swimming) | Medium, High | 4 |
| Organize meeting of business and other "downtown" people to identify "look" for downtown | High | 3 |
| Conduct anti-tobacco awareness day | High | 3 |
| Design brochures and newsletters for businesses in community | High | 3 |
| Catalog books in library | High | 3 |
| Restore an old historical building to be used as tourism center | High | 3 |
| Start a convention visitors bureau in town | High | 3 |
| Perform tasks in assessor's office | High | 3 |
| Perform at state prison (sing, play music) | Medium, High | 3 |
| Perform front desk tasks at public library | Medium, High | 3 |
| Work front desk with librarian | Medium, High | 3 |
| Conduct performances for nursing home (e.g., chorus) | Medium, High | 3 |
| Conduct home visitations | Low, Medium, High | 3 |
| Partner with senior citizen group to sing, read, play games | Low, Medium, High | 3 |
| Visit residents in nursing home and perform activities | Low, Medium, High | 3 |
| Conduct volunteer work at county park | Low, Medium, High | 3 |
| Identify people in county who make crafts | Medium | 3 |
| Disseminate brochures to promote clean community | Medium | 3 |
| Design community promotion signs | Medium | 3 |
| Perform maintenance tasks for public library | Medium | 3 |
| Conduct Christmas party for young kids | Medium | 3 |
| Conduct Toys for Tots program | Medium | 3 |
| Distribute food to needy in county | Medium | 3 |
| Conduct play-around activities for younger students | Medium | 3 |
| Paint local churches | Low, Medium | 3 |
| Remove trash from county | Low | 3 |
| Assist in janitorial services at school | Low | 3 |
| Erect community promotion signs | Low | 2 |

**Table 3. Site 2 Activities**

| | Skill Rating ▼ | Academic Rating ↓ |
|---|---|---|
| Develop promotional literature, newsletters and databases to promote county | Medium, High | 3 |
| Complete hospitality training and work at a tourism center | Medium, High | 3 |
| Participate in internships at various governmental offices | Medium, High | 3 |
| Plan, organize, and conduct fundraisers | Medium, High | 3 |
| Develop video tape promotions of local historical structures | Medium, High | 3 |
| Promote positive role models for young people | Medium, High | 3 |
| Perform basic clerical, horticulture, minor construction, and renovation tasks for private sector | Medium, High | 2 |
| Register voters, assist at the polls, (teach voting machine procedures) and encourage citizens to vote | Medium, High | 2 |
| Serve as guides, greeters, and docents | Medium, High | 2 |
| Plan and promote arts and cultural events | Medium, High | 2 |
| Plan and promote community cleanup drives | Medium, High | 2 |
| Assist in special needs events of volunteer organizations | Low, Medium, High | 2 |
| Envision, design, plan, and implement rehabilitation projects, including operate businesses in rehabilitated structures | Low, Medium, High | 2 |
| Promote recreational opportunities and assist with tours | Medium | 2 |
| Assist at health and eye clinics | Low, Medium | 2 |
| Perform tasks at senior citizen center | Medium | 1 |
| Tutor elementary school students | Low, Medium | 1 |

## Site 2

Although Site 2 does not have a comprehensive community and economic development plan, there is high interest among community and county leaders in short- and long-term planning for rural development. The largest town has a comprehensive plan from 1996 through 2016 that addresses major economic development issues.

The major community goals with respect to which the focus group participants considered community service-learning activities included goals for tourism, county and city government, public service, preservation of historical buildings, improved health services, expanded child care services, and educational improvement.

Focus group participants suggested 17 service-learning activities that students could perform in assisting the county's community and economic development initiatives. All but two of the activities were judged to provide students a range of skill-building opportunities. Thirteen activities would give students high skill development opportunities as preparation for an occupation or career. Eleven activities were considered medium-to-high skill development opportunities for students. Four activities offered a range of skill levels that include low-level skills, according to participants.

Teacher ratings indicate six of the activities, those with a rating of 3, would be most supportive of a student's academic achievement in mathematics, science, or communications. Of the 17 service-learning activities, nine were rated a 2 by teachers and two were rated a 1 (none received a 4 or higher rating). Consequently, selected high school teachers in Site 2 perceived many of the activities to have limited value as applications of mathematics, science, and communications subjects taught at the high school.

## Site 3

Site 3 is a member of a federally designated and funded rural Enterprise Community (EC). Consequently, local leaders have a plan for which federal funds are committed. Major community and economic development areas that guided the suggestion of service-learning activities by focus group participants were health services, housing, safety and security, recreational facilities, senior citizens, governmental meetings, and education.

Of the 26 service-learning activities suggested by focus group participants, they indicated that 17 could offer high-skill opportunities for students if they are used as preparation for a job or career. While eight of the 26 offer a range of skills that includes low-level skills, only one was identified as a low-skill activity: "volunteer to pick up mail and feed the dog for people who go out of town or are in the hospital."

Ten of the activities (those receiving a 5 rating by teachers) were judged to be highly supportive of students' academic achievement in mathematics, science, or communications. An additional 13 activities were considered by teachers to be valuable, with ratings of either 4 or 3. The activities rated 2 were "lead exercise classes in wellness program" and "assist elderly to get on or off the vans and deliver packages into homes." Only one activity was rated 1.

### Table 4. Site 3 Activities

| | Skill Rating ▼ | Academic Rating ↓ |
|---|---|---|
| Make and sell craft items | Medium, High | 5 |
| Read to children at child care centers and provide academic assistance | Medium, High | 5 |
| Become actively involved with artists society work | Medium, High | 5 |
| Display and have member serve as mentor | Medium, High | 5 |
| Participate in community Chamber of Commerce, governmental or other community-related meetings | Medium, High | 5 |
| Conduct surveys for projects in community | Medium, High | 5 |
| Assist in upgrading substandard homes | Low, Medium, High | 5 |
| Assist county organizations to improve housing (install bathrooms, and new roofs) | Low, Medium, High | 5 |
| Plant trees and paint buildings in community | Medium | 5 |
| Assist the American Legion or other organizations to promote the proper disposal of trash, reduce littering, and stop illegal dumping | Low, Medium | 5 |
| Serve as a host(ess) in businesses that attract tourists. Be informed about the area and how to get there | Medium, High | 4 |
| Tutor adults who are learning computers | Medium, High | 4 |
| Tutor elementary students after school | Medium, High | 4 |
| Speak to students who are failing or are about to drop out of school about reasons to get an education | Medium, High | 4 |
| Assist with sports such as basketball, soft ball, and swimming | Medium | 4 |
| Organize or join community watch groups | Low, Medium | 4 |
| Develop advertisements for community paper that lists jobs available and activities children can do with each other | Medium, High | 3 |
| Organize central scheduling for medical transportation of needy | Medium, High | 3 |
| Conduct dramas, art contests to promote the availability of help hot lines | Medium, High | 3 |
| Conduct musical as dropout prevention program | Medium, High | 3 |
| Perform clerical/telephone/main computer data base and recruit volunteers for county's Central Volunteer program | Low, Medium, High | 3 |
| Assist in fund raising and community picnics of fire station | Low, Medium | 3 |
| Volunteer to pick up mail and feed the dog for people who go out out of town or are in the hospital | Low | 3 |
| Lead exercise classes in wellness program | Medium | 2 |
| Assist elderly to get on or off the vans and deliver packages into homes | Low, Medium | 2 |
| Conduct campaign to help parents quit smoking and to wear seat belts | Low, Medium | 1 |

**Table 5. Site 4 Activities**

| | Skill Rating ▼ | Academic Rating ↓ |
|---|---|---|
| Lead discussions/seminars on work ethic | Medium, High | 5 |
| Lead discussions/seminars on appreciation of work and job satisfaction | Medium, High | 5 |
| Assist loan manager in county economic development office | Low, Medium, High | 5 |
| Lead discussions/seminars on employee appearance and grooming in the workplace | Medium | 5 |
| Assist with completion of forms in county economic development office | Medium | 5 |
| Instruct and assist unemployed persons complete a job application | Medium, High | 4 |
| Serve as tutor, especially in computers and other educational technology | Medium, High | 4 |
| Disseminate information to other students about business issues in community | Medium, High | 4 |
| Lead discussion about business issues in community | Medium, High | 4 |
| Assist other students in preparing resume and job application | Medium, High | 4 |
| Repair and build housing for seniors and low income families | Low, Medium, High | 4 |
| Search employment vacancies and match applicants to vacancies | Medium, High | 3 |
| Develop and write small grant proposals for county economic development office | Medium, High | 3 |
| Design and conduct surveys for county economic development office | Medium, High | 3 |
| Promote general understanding of role of media in community | Low, Medium, High | 3 |
| Assist home health-care patients in solving problems | Low, Medium, High | 3 |
| Lead community pride/spirit programs | Low, Medium, High | 3 |
| Fulfill support roles in nursing, social services, social work for home health-care patients | Low, Medium, High | 2 |
| Assist with routine duties in government agencies | Low, Medium, High | 2 |
| Serve in Big Brother/Big Sister Program | Low, Medium | 2 |
| Assist in weather reporting | Medium, High | 1 |
| Assist with activities of daily living for home health-care patients | Medium, High | 1 |
| Help supervise and operate recreation programs | Low, Medium, High | 1 |
| Augment/complement home health-care providers | Low, Medium, High | 1 |
| Run errands, write letters, balance checkbooks for home health-care patients | Low, Medium, High | 1 |

## Site 4

Site 4 is a federally designated and funded rural Enterprise Community. A comprehensive community and economic development plan exists to guide local action in rural development. Suggestions of the focus group participants for service-learning activities were guided by the major need areas of housing infrastructure, job search assistance for the unemployed, recreation and tourism, government operations, health care, and education.

Twenty-two of the 25 activities identified were considered high skill opportunities for students as preparation for a job or career. All activities suggested also were thought to offer medium skill opportunities. Eleven of the activities included low skill level activities within the range of skills the student could experience.

Of the 25 service-learning activities suggested by the focus group participants, teachers awarded a 5 rating score for five of the activities. Six activities are rated a 4 and six a 3. Consequently, almost half of the activities were believed to offer significant value as applications of mathematics, science, or communications. The activities receiving the lowest rating (1) by the teachers were "assist in weather reporting," "help supervise and operate recreation program," "augment/complement home health-care providers," "run errands, write letters, balance checkbooks for home health-care patients," and "assist with activities of daily living for home health-care patients."

## Site 5

Site 5 is also a member of a federally designated and funded rural Enterprise Community (EC). Areas of need for community and economic development that guided the suggestions by focus group participants were health care, child care, recreation, housing, safety, nonprofit fundraising, unemployment, community awareness and promotion, tourism, leadership development, and education and career planning.

Students in Site 5 might participate in 61 service-learning activities that would assist local community and economic development efforts, including education. Fifty-six of the activities could offer high skill opportunities for students when engaged in preparation for a job or career. Forty-seven were thought to provide medium skill opportunities. Twelve activities included low level skills as part of the range of skills that the student would likely experience. Four activities were judged either low or high: "assist in after-school child-care programs," "volunteer at child-care centers," "provide support to schools and instructors on A/V equipment and computers," and "serve in after-school recreational programs."

The highest rating (5) and lowest rating (1) were not awarded to any activity by teachers. Twenty-four of the service-learning activities suggested by the town meeting participants were rated a 4 by teachers, with 23 activities receiving a 3 rating. Consequently, 47 of the 61 service-learning activities would be valuable as supporting a student's academic achievement in mathematics, science, and communications, according to Site 5 teachers.

### Table 6. Site 5 Activities

| | Skill Rating ▼ | Academic Rating ↓ |
|---|---|---|
| Give seminars to class or community on bank checking/personal finance | High | 4 |
| Assist in conducting leadership conference sponsored by county's education group | High | 4 |
| Set goal and track results of fundraising for nonprofit organization | Medium, High | 4 |
| Assist national park rangers to clear trails, give tours and tell history of area | Medium, High | 4 |
| Serve on training group that assists the unemployed | Medium, High | 4 |
| Assist in making information on employment opportunities available to schools and the community | Medium, High | 4 |
| Create an independent small business in the community | Medium, High | 4 |
| Develop materials that promote tourism | Medium, High | 4 |
| Create a service directory highlighting area resources available to tourists | Medium, High | 4 |
| Create materials to make the community aware of protecting and preserving natural resources | Medium, High | 4 |
| Tutor children in childcare centers in reading, math and English | Medium, High | 4 |
| Compile and produce directories of health-care services | Medium, High | 4 |
| Assist 911 directory service | Medium, High | 4 |
| Participate on Junior Board of Advisors to confront poverty issues | Medium, High | 4 |
| Promote tourism and workforce development | Medium, High | 4 |
| Plan activities to help students understand qualities of leaders and to develop these qualities | Medium, High | 4 |
| Operate a "buddy" system to keep kids in school | Medium, High | 4 |
| Distribute information about choosing careers to middle school students | Medium, High | 4 |
| Develop leadership program for local youth: training, activities, projects, and assessments | Medium, High | 4 |
| Develop marketing plans for tourism | Low, Medium, High | 4 |
| Clean-up, repair, prepare, umpire, keep score for T-Ball games | Low, Medium, High | 4 |
| Conduct activities that promote interaction among many different people from different backgrounds and perspectives | Low, Medium, High | 4 |
| Conduct visits to plants, businesses, offices, and other job sites for middle school students | Low, Medium, High | 4 |
| Work with Habitat for Humanity during the summer | Medium | 4 |
| Assist younger, less accomplished students and interested others with the arts | High | 3 |
| Serve as role model in the arts | High | 3 |
| Repair and provide maintenance on computer equipment for businesses and residents | High | 3 |
| Research local businesses and plan a program and tour designed to introduce students to that business | High | 3 |
| Serve as tutors in adult education program | High | 3 |
| Serve as volunteer with computer literacy program | High | 3 |

| | Skill Rating ▼ | Academic Rating ↓ |
|---|---|---|
| Assist business and industry mentors to help at-risk students achieve academic goals | Medium, High | 3 |
| Assist in summer enrichment programs (educational, recreational cultural) | Medium, High | 3 |
| Serve on recreation boards to advise on needs of youth | Medium, High | 3 |
| Work in nursing homes to promote exercise programs | Medium, High | 3 |
| Work with healthcare grant adminstrator | Medium, High | 3 |
| Assist in health-care facility to acquaint students with profession | Medium, High | 3 |
| Assist therapist to provide team support for handicapped patients | Medium, High | 3 |
| Make presentations that tie education to greater employability of workers | Medium, High | 3 |
| Arrange for school graduates to share their work experiences to help students develop their career plan | Medium, High | 3 |
| Assist historical society and newspapers to capture history and culture of residents | Medium, High | 3 |
| Establish rewards for students for achieving set goals | Low, Medium, High | 3 |
| Help expand AmeriCorps opportunities to area youth in cooperation with Habitat for Humanity | Low, Medium, High | 3 |
| Develop programs that help students learn about their community and its needs | Low, Medium, High | 3 |
| Assist in after-school child-care programs | Low, High | 3 |
| Provide support to schools and instructors on A/V equipment and computers | Low, High | 3 |
| Create listing of health care facilities and services in county | Medium | 3 |
| Serve as Candy Stripers to assist hospital patients with paperwork | Medium | 3 |
| Train adults in latest technology and computer applications | High | 2 |
| Volunteer at child-care centers | High | 2 |
| Serve on education advisory councils and help establish such councils | Medium, High | 2 |
| Serve as role model and conduct activities to decrease dropout rate | Medium, High | 2 |
| Serve on education-related committees as student representative | Medium, High | 2 |
| Serve as fire department volunteer | Medium, High | 2 |
| Provide tutoring in technology learning for pregnant teens | Medium, High | 2 |
| Present education issues at meeting of the Board of Education | Medium, High | 2 |
| Volunteer with arts council and work with projects | Medium, High | 2 |
| Serve as hospital volunteers | Low, Medium, High | 2 |
| Volunteer at child care centers | Low, High | 2 |
| Serve in after-school recreational programs | Low, High | 2 |
| Promote exercise programs for elderly in county | Medium | 2 |
| Provide security for recreation areas | Medium | 2 |

# Selected Internet Sites on Community Service

## Service Learning

**The Big Dummy's Guide to Service-Learning**
**http://www.fiu.edu/~time4chg/Library/bigdummy.html**
This site answers 27 questions related to service-learning on a college campus.

**Corporation for National Service**
**http://www.cns.gov/**
The Corporation for National Service, created by Congress in 1993, offers Americans of all ages and backgrounds opportunities to strengthen their communities through service. This site has a generous listing of links to sites that are related to service-learning.

**Learn and Serve America**
**http://www.cns.gov/learn.html**
Learn and Serve America is a grants program that supports teachers and community members who involve young people in service that relates to studies in school.

**National Service-Learning Cooperative Clearinghouse**
**http://www.nicsl.coled.umn.edu/**
The National Service-Learning Cooperative Clearinghouse is an adjunct ERIC Clearinghouse on service-learning. This site offers many resources and links to other useful sites.

**Partnership for Service Learning**
**http://www.studyabroad.com/psl/pslhome.html**
An international site for service in other countries and opportunities for study and earning a master's degree in international service.

## Community Service and Volunteerism

**America Goes Back to School**
**http://www.ed.gov/Family/agbts**
*America Goes Back to School: Get Involved!* encourages parents, grandparents, community leaders, employers and employees, members of the arts community, religious leaders, and every caring adult to play a more active role in improving education in their communities.

**American Association of Community Colleges (AACC)**
**http://www.aacc.nche.edu/spcproj/service/service.htm**
AACC's service-learning initiative began with a 1994 grant from the Corporation for National and Community Service to strengthen the service-learning infrastructure within and across community colleges, and to help train faculty members in skills needed to develop effective service-learning opportunities.

**AmeriCorps Early Childhood Technical Assistance Center**
**http://ericps.ed.uiuc.edu/nccic/amercorp/ectac.html**
The goal of the AmeriCorps Early Childhood Technical Assistance Center is to promote quality early childhood programs through service. Training and technical assistance are available Monday through Friday, 8:00 a.m. to 5:00 p.m. (Eastern Time) to provide assistance to programs working in early childhood through child care, Head Start, pre-kindergarten, preschool, and other early childhood initiatives. All services are available free of charge.

**AmeriCorps Network Northwest**
**http://www.nwrel.org/edwork/americorps**
This site lists the services provided by Americorps Network Northwest, links to other regional providers, state commissions, and national providers in Idaho, Montana, Oregon, and Washington.

**Campus Compact National Center for Community Colleges**
**http://www.mc.maricopa.edu/academic/compact**
Campus Compact serves as a national advocate for community colleges in service-learning to sustain service-learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means to improve teaching and learning to the ultimate benefit of students and the communities in which they live. This web page has a mono-

graph, *Disciplinary Pathways to Service Learning*, that describes how to use service-learning related to various academic disciplines.

**Civic Practices Network (CPN)**
**http://www.cpn.org/**
Born of the movement for "new citizenship" and "civic revitalization," CPN is a collaborative and nonpartisan project dedicated to bringing practical tools for public problem solving in community and institutional settings across America. This site offers links categorized geographically and by topic; essays on civic renewal; manuals, syllabi, and training center information; and more.

**Habitat For Humanity Internet Resources**
**http://www.habitat.org/Links/**
To find a Habitat for Humanity (HFH) chapter in your area, click on the state that you are interested in, or click on one of the buttons that takes you to a section of the list. HFH chapters are listed by state.

**Impact Online**
**http://www.impactonline.org/info/index.html**
This site lists opportunities for volunteering from around the country and offers advice on various aspects of volunteering. Sponsored by Volunteer America.

**Indiana Department of Education Service Learning**
**http://ideanet.doe.state.in.us/srvlrn**
This page describes service learning projects around the state, provides basic information about precepts, methods, and links to other related web pages.

**Project STAR (Support and Training for Assessing Results)**
**http://www.projectstar.org/STAR.html**
Project STAR received a contract from the Corporation for National Service to provide free evaluation assistance to all interested AmeriCorps National/State programs and Learn and Serve America: Higher Education programs. STAR consists of a group of evaluation professionals who are available to provide a wide variety of evaluation assistance.

**Student Coalition for Action in Literacy Education (SCALE)**
**http://www.unc.edu/depts/scale/index.html**
SCALE is a national youth service organization that provides college students with the necessary tools to develop literacy programs that meet their community's needs.

**Tech Corps**
**http://www.ustc.org**
The Tech Corps home page helps schools across the country prepare for the 21st century through the use of technology and volunteerism. Tech Corps chapters exist in 36 states plus the District of Columbia.

**University of Colorado Service-Learning Center**
**http://csf.colorado.edu/sl**
This web site offers links to calendars of service-learning conferences and other events; articles; bibliographies; dissertations and theses; films and videos; and many more service-learning related resources.

**VISTA Web**
**http://libertynet.org/~zelson/vweb.html**
VISTA Web provides information of interest to current and former VISTAs, VISTA sponsor agencies, and others interested in the AmeriCorps program.

**Volunteer and Volunteer Management Resources**
**http://www.halcyon.com/penguin/svm.htm**
Volunteer Management provides pages of volunteer and volunteer program management resources to inform you of their programs and other valuable networking and training opportunities.

**Who Cares**
**http://www.whocares.org**
*Who Cares* is a national quarterly journal devoted to community service and social activism. The goal is to inform readers through incisive, nonpartisan coverage of community service; inspire readers with profiles of young activists, volunteers, and entrepreneurs; and challenge readers to consider new ways of fixing society's problems.

**The Youth Source**
**http://youth.village.com/**
In Change the World Headquarters you can enjoy discussions, meet people, search for organizations, and obtain resources. You can also help build the Headquarters by adding your organization, resources, and ideas.

## Selected State Commissions on Community Service

**California Commission on Improving Life Through Service**
**http://www.impactonline.org/caameric**
The California Commission is dedicated to uniting individuals in service to their communities, promoting responsible citizenship, and achieving demonstrable results in addressing California's persistent unmet human, educational, public safety, and environmental needs. Commission members, acting as "Ambassadors of Service" in their local communities, promote, support, and build service opportunities and networks that encourage Californians of all backgrounds, abilities, and ages to build a California where all residents understand the importance of community service and social responsibility.

**Florida Commission on Community Service**
**http://www.fccs.org**
The Commission inspires Floridians to work for positive change through service and promotes initiatives that improve the quality of life and foster a lifelong service commitment.

**The Kentucky Community Service Commission**
**http://www.occ.uky.edu/kcsc.html**
The Kentucky Community Service Commission (KCSC), a bipartisan group comprising 25 members from around the state, engages citizens in community service and provides opportunities for organizations and businesses to share ideas and effectively collaborate to address Kentucky's needs. The KCSC's network impacts Kentucky through the variety of sources.

**The Maryland Governor's Commission on Service**
**http://www.mgcos.state.md.us/mgcos**
The Maryland Governor's Commission on Service (MGCOS) was established in Janurary 1994 as Maryland's entity to implement the programs authorized under the National Community Service Trust Act of 1993 and to coordinate service-related activities within the state. The MGCOS operates in partnership with the Corporation for National Service and its three main programs—AmeriCorps, Learn and Serve America, and the National Senior Service Corps.

**The New Hampshire Commission on National and Community Service**
**http://www.americorps.nh.com/**
AmeriCorps is a national service program offering opportunities for Americans 17 years of age or older to make a substantial commitment to serve their country through community service. For a full-time term of service, AmeriCorps members earn a small living allowance and an annual educational award that can be used to pay existing educational loans or future education and training expenses.

**The North Carolina Commission on National and Community Service**
**http://www.nccu.edu/~tbaker/welcome.html**
The North Carolina Community Service Information Clearinghouse is a project of the North Carolina Commission on National and Community Service. The Clearinghouse is designed to help connect citizens or organizations across the state to community service, service-learning, and volunteer management resources.

**Utah Commission on Volunteers**
**http://www.volunteers.state.ut.us/commission.htm**
The Commission actively promotes volunteerism and functions as a clearinghouse, consultant, and training resource to coordinate community service opportunities, expand public/private partnerships, collaborate with neighboring states, and pursue other activities as appropriate.

**Wisconsin National Community Service Board Homepage**
**http://www.doa.state.wi.us/deir/ncsbhom.htm**
The mission of this site is to promote and foster the ethics of service throughout Wisconsin, in order to address community needs through meaningful service.

# Selected ERIC Documents on Community Service-Learning

Information about each document in this section is given in a standard format. If you take several minutes to read about that format, it will be much easier for you to use the ERIC database. Let's take a look at an example for an ERIC document.

AN: ED399239
TI: ***Community Service/Service-Learning: An Implementor's Guide and Resource Manual.***
PR: EDRS Prize - MF01/PC02 plus postage
PG: 173
AB: With increasing emphasis on the development of character in schools, the concept of providing instruction through the study of community issues, action to address them, and reflection on the experience, can assist the achievement of school and community goals. Through community service/service-learning, students at all levels can develop empathy, cooperation, citizenship, and self-esteem. The Kentucky Education Reform Act (KERA), 1990, mandates graduation requirements that emphasize application and integration. This guide and resource manual was developed to offer practical assistance for implementing service projects. The guide includes (1) project background and methodology; (2) rationale for service-learning and project implementation recommendations; (3) study group member findings; (4) project descriptions; (5) annotated resource list of materials and organizations with a bibliography of additional resources; and (6) appendices of forms used and relevant readings. The projects are based in Kentucky. The resources and organizations are regional and national. (JLS)

Now let's look at what the abbreviations mean in the descriptions of an ERIC document:

"AN": This stands for accession number, but notice that the two-letter prefix is"ED"" (for *ERIC document).* The ED prefix also alerts you to the fact that the document is probably available as either a paper-copy blowback or as a microfiche.

"AU": This stands for individual author. For some of the ED documents listed in the following pages and for our example here, there are no individual authors. Some of the documents below do not, therefore, have an author field.

"TI": This field gives the title, in this case the title of the ERIC document.

"PR": This is the price field. Within the field, "MF"and "PC" stand for "Microfiche" and "Paper Copy." Most ERIC *documents* (but not journal articles) have been put on *microfiche* by the ERIC system. Microfiche are pieces of film containing miniaturized photographs of each page of a given document. Special microfiche readers and reader/printers reproduce full-size copies of the document (called, curiously enough, "blowbacks"). Blowbacks are not beautiful, but they are readable and not too expensive. You can get them by contacting:

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www:http://edrs.com

You can also visit your nearest college or university library and make copies of the document yourself. That's because most academic libraries have complete collections of all ERIC microfiche.

The numbers (as in PC02) help you calculate the EDRS price. Forexample, paper copies are currently priced in units of 25 pages, at $4.08 for each 25-page unit. The symbol "PC02" means a paper copy of the document costs two times $4.08, that is, $8.16 (plus postage and handling).

"PG: This field gives the total number of pages in paper copies, or frames on microfiche.

"AB": This is the abstract field, which gives a short description of the document.

## ERIC Documents

AN: ED394377
AU: Hirsch, -Deborah; Lynton, -Ernest
TI: ***Bridging Two Worlds: Professional Service and Service Learning.***
PR: EDRS Price - MF01/PC01 Plus Postage.
PG: 12
AB: Proponents of service-learning and faculty professional service should join forces to pursue a common agenda of community outreach. At a time when colleges and universities are being urged to help solve society's problems, the faculty represents a virtually untapped resource. This essay concludes that faculty professional service is the bridge that links the realm of service and experiential learning with proponents of rethinking scholarship and faculty roles. (MDM)

AN: ED394367
AU: Ayers, -George-E., Ed.; Ray, -David-B., Ed.
TI: ***Service Learning: Listening to Different Voices.***
PR: EDRS Price - MF01/PC02 Plus Postage.
PG: 46
AB: This report presents the perspectives of three educators from historically black colleges and universities on the advancement of community service and service-learning in higher education. Each of the essays is introduced by a leader in the service-learning community. They include (1) "Curriculum Transformation and Service Learning" (Carl H. Marbury), (2) "Student Participation in Community Service and Service Learning" (Rosalyn Jones), and (3) "Building Authentic Community Partnerships" (Claudette McFadden). The common theme throughout is that service-learning requires significant transformations of traditional structures, learning processes, people, and relationships. (MDM)

AN: ED392726
TI: ***Everyone Wins When Youth Serve: Building Agency/School Partnerships for Service Learning.***
PR: EDRS Price - MF01/PC02 Plus Postage.
PG: 28
AB: This resource booklet assists agencies and schools in creating service-learning opportunities for youth to enhance and build upon the classroom education. The document includes sections on: (1) "Youth Serving Communities"; (2) "What is Service Learning?"; (3) "A Win-Win Opportunity"; (4) "Agency Concerns about Service Learning"; (5) "What Makes Service Learning Work"; (6) "What You Can Do: First Steps"; (7) "Resources for Service Learning"; (8) "Notes"; and (9) "Acknowledgments." (EH)

AN: ED392152
AU: Goldsmith, -Suzanne
TI: ***Journal Reflection: A Resource Guide for Community Service Leaders and Educators Engaged in Service Learning.***
PR: Document Not Available from EDRS.
PG: 76
AB: This guidebook explores the role of journal writing in community-service leadership and learning. Specifically, it offers suggestions to community-service leaders to help engage their teams in reflective journal writing. (LMI)

AN: ED387710
AU: Wilson, -John; And-Others
TI: ***Cal-Pal: A County-Wide Volunteer Service Program.***
PR: EDRS Price - MF01/PC01 Plus Postage.
PG: 13
AB: This document describes the implementation and continuing growth of a volunteer youth/adult match-up service, Cal-Pal, being provided in seven rural communities of California. School social workers in these areas can collaborate with other school-based personnel and community leaders to make such a service available. A major benefit of the program is the growing number of youth who are able to enjoy the opportunity of another friendship with a responsible adult outside the family. The steps described in building this service program

can be used in other communities that are interested in developing a volunteer youth and adult pal program. (RJM)

AN: ED383839
AU: Duckenfield, -Marty, Ed.; Wright, -Jan, Ed.
TI: ***Pocket Guide to Service Learning.***
PR: EDRS Price - MF01/PC01 Plus Postage.
PG: 15
AB: This guide provides basic information about the nature and scope of service-learning and considerations in developing service-learning programs for students in grades K-12. First, service-learning is defined as a method whereby participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community, is coordinated with school and community activities, helps foster civic responsibility, is integrated into the academic curriculum or educational components of community service programs, and provides structured time for students/participants to reflect on the service experience. A service-learning framework is presented that includes consideration for the preparation, action, reflection, and celebration components of service learning. (MN)

AN: ED383380
AU: Christiansen, -Larry -K.
TI: ***Yesterday It Was Called Civics; Today It Is Service Learning.***
PR: EDRS Price - MF01/PC01 Plus Postage.
PG: 11
AB: In the fall of 1992, Mesa Community College (MCC), in Phoenix, Arizona, established the Center for Public Policy and Service to promote community service and active participation in the social and political process as integral parts of a community college education. Through the Center, students are provided with educational opportunities in community service through service-learning internships and in-course options in government agencies, educational entities, civic organizations, and citizen advocacy groups. MCC offers independent modules in 22 discipline areas, and the courses transfer as elective credit to the major universities in Arizona. Students may take between one and three credits each semester under the supervision of a faculty member within the discipline. (MAB)

AN: ED375521
AU: Westheimer, -Joel; Kahne, -Joseph
TI: ***In the Service of What? The Politics of Service Learning.***
PR: EDRS Price - MF01/PC02 Plus Postage.
PG: 35
AB: With the current interest and allocation of resources accorded service-learning comes a growing need to clarify the varied ideological perspectives on school and society that underline service-learning activities and programs. Drawing on an evaluation of Stanford's Service Learning 2000 project and on a rhetorical analysis of policy talk on service-learning, this paper proposes a conceptual scheme that highlights these complexities. It seeks to clarify the ideological, political, and social goals and assumptions embedded in the policy and practice of service-learning. By linking social analysis and action, service-learning frameworks can facilitate powerful educational experiences. (LMI)

AN: ED367511
AU: Parsons, -Cynthia
TI: ***Removing Barriers: Service Learning in Rural Areas.***
PR: EDRS Price - MF01/PC01 Plus Postage.
PG: 19
AB: Rural communities can successfully integrate service learning into academic subject areas. In service-learning, students develop a deeper understanding of academic subjects while engaging in meaningful service to their school or greater community. Barriers to implementing service learning in rural areas include lack of time, transportation, student supervision, and teacher experience. Schools can begin by identifying and expanding voluntary community-service activities already being done by school-age children and youth. (KS)

AN: ED361877
AU: Vandegrift, -Judith-A.; Sandler, -Linda
TI: ***Linking Community Service and "At-Risk" Education. Arizona Serve-America Program. Briefing Paper #2.***
PR: EDRS Price - MF01/PC01 Plus Postage.
PG: 6
AB: Based on the premise that school reform

efforts must consider the needs of at-risk children, this paper discusses parallel reform efforts that focus on community service. The first part discusses logical linkages between community service and "at-risk" education and describes how Arizona is attempting to formalize these linkages within the state context of school reform. The Serve-America program, which arose from passage of the National and Community Service Act of 1990, allocates funds to states for school-based community service programs in grades K-12. Together, Arizona's Serve-America programs have involved over 3,300 youth and adult volunteers who provided over 11,500 hours of community service in the areas of education, community improvement, human services, public safety, and conservation. (LMI)

AN: ED361376
AU: Crytzer, -Betty
TI: ***Assessing Growth through Community Service.***
PR: EDRS Price - MF01/PC01 Plus Postage.
PG: 8
AB: The challenge of building assessment into the curriculum has led the author to closely examine the expected outcomes of her teaching. Her experiences with students participating in projects that involved helping needy people in the community demonstrate the difficulty and advantages of implementing authentic assessment. The middle school students she teaches have collected items for the needy, conducted a cross-cultural study of the community, and planned visits to a retirement home. Benefits to the students and benefits to the teacher are recognized. (SLD)

AN: ED359661
AU: Sandler, -Linda; Vandegrift, -Judith-A.
TI: ***Community Service and Service Learning in Arizona: 1993 Evaluation Report for Arizona's "Serve-America" Program.***
PR: EDRS Price - MF01/PC04 Plus Postage.
PG: 86
AB: This report describes outcomes achieved by 15 out of the 17 participating projects for 1993. Based on self-reports, programs identified their strengths, some of which include effective student learning components, individualized volunteer service, community involvement, volunteer empowerment, staff commitment, and public recognition. Improvement is needed in the following areas: use of advisory committees, volunteer recruitment, staff reflection, staff/volunteer training, and interagency coordination. It is recommended that evaluators develop clear, operational definitions of terms and work more closely with programs in refining their service-learning elements. (LMI)

AN: ED359100
TI: ***StarServe Community Service Kit.***
PR: EDRS Price - MF01/PC02 Plus Postage.
PG: 39
AB: StarServe is a national, nonprofit organization that provides materials, resources, and ongoing assistance free to teachers and administrators to make community service part of a class or schoolwide activity. StarServe utilizes celebrities to bring the message to students: "You can be a star through service to others." This StarServe kit includes the teacher's guide, activity masters (in English and Spanish), information for students interested in becoming StarServe reporters, a resource directory, and a sample certificate of recognition. (BD)

AN: ED355142
TI: ***Model Learner Outcomes for Youth Community Service.***
PR: EDRS Price - MF01/PC05 Plus Postage.
PG: 122
AB: This publication defines "service learning" as an instructional strategy in which students are involved in experiential education in real-life settings and where they apply academic knowledge and previous experience to meet real community needs. The publication is intended for persons who are interested in enriching learning through community service. The centerpiece of the publication is a section that identifies the goals of this Minnesota program and lists individual service-learning outcomes. (DB)

AN: ED353453
AU: Sagawa, -Shirley, Ed.; Halperin, -Samuel, Ed.
TI: ***Visions of Service: The Future of the National and Community Service Act.***
PR: EDRS Price - MF01/PC03 Plus Postage.

PG: 68

AB: This publication contains 36 short essays on the reauthorization of the National and Community Service Act. It begins with two introductory papers: "Visions of Service: The Future of the National and Community Service Act" (Sagawa, Halperin) and "Historical Background: An Overview" (Sagawa). Section I, Why Service?, Section II, What Is Service?, Section III, Who Shall Serve?, Section IV, Where Are We Headed?, and Section V, How Shall We Get There? (YLB)

# Appendix

## Site Profiles*

## Site 1

Approximately 10,000 people live in the site 1 county. All of the population is rural. Of the approximately 2,500 persons 3 years and over enrolled in school, almost 2,200 are in elementary or high school. One-half of the persons 25 years and over do not have a high school diploma. Almost 8 percent have attained a college degree (associate, bachelor's, graduate, or professional).

Site 1 is a persistent poverty county. Median household income is $12, 855. Two-fifths of the 3,664 households have an income of less than $10,000. Over one-half have an income of less than $15,000. Mean family income is $16,130. One-third of the 2,868 families have an income of less than $10,000; almost one-half of families have an income of less than $15,000. Almost four-fifths of the households have Social Security (36%), public assistance (20%), or retirement (21%) types of income. Approximately two-fifths of all persons for whom poverty status is determined (9,958) live below the poverty level. Slightly more than one-third of the families (2,868) live below the poverty level. Over two-fifths of all families with related children under 18 years of age are below the poverty level; over one-half of families with related children under 5 years of age are below the poverty level. Of the families headed by a female (452), over one-half are below the poverty level. More than two-thirds of the families headed by a female with related children under 18 years of age (308) are below the poverty level. Of the 96 families headed by a female with related children under 5 years of age in Site 1, 96% are below the poverty level.

Almost 90 percent of the population was born in this state. Two-fifths of the approximately 7,000 persons 16 years-of-age and over are in the labor force. One-fifth of the civilian labor force is unemployed. While 55 percent of the males are in the labor force, slightly more than one-fifth of females are in the labor force. Similarly, one-fifth of the females with children under 6 years of age are in the labor force, with slightly more than two-fifths of the females with children 6 to 17 years of age working outside the home. Almost four-fifths of the persons in the labor force commute to work, on average traveling 30 minutes to the workplace.

The greatest percentage of employed persons (2,346) work in precision production, craft, and repair occupations (17%); followed by service occupations (12%); professional specialty occupations (11%); transportation and material moving occupations (10%); administrative support occupations, including clerical (10%); sales occupations (9%); executive, administrative, and managerial occupations (8%); machine operators, assemblers, and inspectors (7%); handlers, equipment cleaners, helpers, and labors (7%). Slightly more than 5 percent of the persons employed in the labor force are in farming, forestry, and fishing occupations. Only 2 percent of the persons in the labor force work in technician and related support occupations.

Employment by industry of the 2,346 persons employed is as follows:

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Agriculture, forestry, and fisheries | 99 | 4.2 | 9 |
| Mining | 207 | 8.8 | 4 |
| Construction | 192 | 8.2 | 5 |
| Manufacturing, nondurable goods | 87 | 3.7 | 13 |
| Manufacturing, durable goods | 214 | 9.1 | 3 |

*(continued)*

*All site profiles are based on Bureau of the Census (1992) statistics.

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Transportation | 170 | 7.2 | 6 |
| Communications and other public utilities | 101 | 4.3 | 8 |
| Wholesale trade | 59 | 2.5 | 16 |
| Retail trade | 340 | 14.5 | 1 |
| Finance, insurance, and real estate | 86 | 3.7 | 13 |
| Business and repair services | 96 | 4.1 | 10 |
| Personal services | 118 | 5.0 | 7 |
| Entertainment and recreation services | 13 | .6 | 17 |
| Health services | 91 | 3.9 | 11 |
| Educational services | 309 | 13.2 | 2 |
| Other professional and related services | 76 | 3.2 | 15 |
| Public administration | 88 | 3.8 | 12 |

Two-thirds of the employed persons 16 years of age and over are private wage and salary workers. Almost one-fourth of the employed in Site 1 are government workers (local-37%, state-48%, federal-15%); about 9 percent are self-employed, and slightly more than 1 percent are unpaid family workers.

Of the 4,359 housing units in Site 1, almost one-half were built before 1970. Most of the houses are either two-bedroom (37%) or three-bedroom (43%) houses. Approximately 10 percent lack complete plumbing facilities. Slightly more than one-fourth have a public system or private company source of water; over one-half have an individual drilled well as the source of water. Approximately 11 percent of the housing units have public sewage disposal; over four-fifths have a septic tank or cesspool.

Slightly more than four-fifths (3,627) of the 4,359 housing units are occupied, with almost 33 percent of these being owner-occupied. The median monthly mortgage is $380. The median monthly rent for renter-occupied housing units is $246. Approximately one-fifth (694) of the occupied housing units in Site 1 are renter-occupied.

# Site 2

Approximately 16,000 people live in Site 2. All of the population is rural, with 5 percent living on farms. Of the approximately 3,000 persons 3 years of age and over enrolled in school, almost 2,600 are in elementary or high school. Almost one-half of the persons 25 years of age and over do not have a high school diploma; almost 8 percent have attained a college degree (associate, bachelor's, graduate, or professional).

Site 2 is considerably less impoverished than Site 1. Median household income is $19,324. Almost one-fourth of the 6,546 households have an income of less than $10,000. Almost two-fifths have an income of less than $15,000. Mean family income is $22,526. Approximately 15 percent of the 4,993 families have an income of less than $10,000; almost 29 percent of families have an income of less than $15,000. Over one-half of the households have Social Security (34%), public assistance (10%), or retirement (11%) types of income. Approximately 15 percent of all persons for whom poverty status is determined (16,049) live below the poverty level. Slightly more than one-tenth of the families (4,993) live below the poverty level. Fourteen percent of all families with related children under 18 years of age are below the poverty level; fifteen percent of families with related children under 5 years of age are below the poverty level. Of the families headed by a female (656), almost one-third are below the poverty level. Two-fifths of the families headed by a female with related children under 18 years of age (314) are below the poverty level. Of the 98 families headed by a female with related children under 5 years of age in Site 2, almost one-half (47%) are below the poverty level.

Almost three-fourths (74%) of Site 2 residents were born in the state. Three-fifths of the approximately 13,199 persons 16 years of age and over are in the labor force. Less than 5 percent of the civilian labor force is unemployed. Seventy percent of the males 16 years of age or over are in the labor force; slightly more than one-half (55%) of females are in the labor force. Over two-thirds of the females with children under 6 years of age are in the labor force, with slightly more than four-fifths of the females with children 6 to 17 years of age working outside the home. Over 94 percent of the persons in the labor force commute to work, on average traveling 22 minutes to the workplace.

The greatest percentage of employed persons (7,843) work as machine operators, assemblers, and inspectors (27%); followed by precision production, craft, and repair occupations (14%); administrative support occupations, including clerical (10%); service occupations (9%); sales occupations (7%); transportation and material moving occupations (6%); handlers, equipment cleaners, helpers, and labors (6%); executive, administrative, and managerial occupations (6%); and professional specialty occupations (6%). Slightly more than 5 percent of the persons employed in the labor force are in farming, forestry, and fishing occupations. Only 2 percent of those employed in the labor force work as technicians and in related support occupations.

Employment by industry of the 7,843 employed persons 16 years of age and over in the labor force is as listed below:

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Agriculture, forestry, and fisheries | 375 | 4.8 | 7 |
| Mining | 22 | .3 | 17 |
| Construction | 511 | 6.5 | 5 |
| Manufacturing, nondurable goods | 1,567 | 20.0 | 2 |
| Manufacturing, durable goods | 2,040 | 26.0 | 1 |
| Transportation | 188 | 2.4 | 12 |

*(continued)*

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Communications and other public utilities | 133 | 1.7 | 14 |
| Wholesale trade | 110 | 1.4 | 15 |
| Retail trade | 746 | 9.5 | 3 |
| Finance, insurance, and real estate | 229 | 2.9 | 10 |
| Business and repair services | 160 | 2.0 | 13 |
| Personal services | 202 | 2.6 | 16 |
| Entertainment and recreation services | 29 | .4 | 16 |
| Health services | 517 | 6.6 | 4 |
| Educational services | 411 | 5.2 | 6 |
| Other professional and related services | 340 | 4.3 | 8 |
| Public administration | 263 | 3.4 | 9 |

Two-thirds of the employed persons 16 years of age and over are private wage and salary workers. Slightly more than one-tenth of the employed in Site 2 are government workers (local-52%, state-37%, federal-11%), about 11 percent are self-employed, and slightly less than 1 percent are unpaid family workers.

Of the 7,529 housing units in Site 2, over one-half (54) were built before 1970. Most of the houses are either two-bedroom (35%) or three-bedroom (44%) houses. Approximately 8 percent lack complete plumbing facilities. Twelve percent have a public system or private company source of water; over one-half have an individual drilled well as the source of water. Approximately 11 percent of the housing units have public sewage disposal; almost four-fifths have a septic tank or cesspool.

Slightly more than four-fifths (6,468) of the 7,529 housing units are occupied, with 43 percent of these being owner occupied. The median monthly mortgage is $398. The median monthly rent for renter-occupied housing units is $241. Approximately 14 percent (886) of the occupied housing units in Site 2 are renter occupied.

# Site 3

Approximately 16,000 people live in Site 3. Less than one percent of the population live on farms. Of the approximately 3,900 persons 3 years of age and over enrolled in school, approximately 3,300 are in elementary or high school. Almost 60 percent of the persons 25 years of age and over do not have a high school diploma. Almost 6 percent have attained a college degree (associate; bachelor's, graduate, or professional).

Site 3 is a high-poverty county. Median household income is $10,598. Almost one-half of the 5,451 households have an income of less than $10,000. Almost two-thirds have an income of less than $15,000. Mean family income is $12,223. Two-fifths of the 4,281 families have an income of less than $10,000; slightly more than three-fifths of families have an income of less than $15,000. More than three-fourths of the households have Social Security (37%), public assistance (26%), or retirement (15%) types of income. Almost one-half (46%) of all persons for whom poverty status is determined (15,533) live below the poverty level. Two-fifths of the families (4,281) live below the poverty level. One-half of all families with related children under 18 years of age are below the poverty level; almost three-fifths of families with related children under 5 years of age are below the poverty level. Of the families headed by a female (828), three-fifths are below the poverty level. More than three-fourths of the families headed by a female with related children under 18 years (557) are below the poverty level. Of the 182 families headed by a female with related children under 5 years of age in Site 3, 88 percent are below the poverty level.

Approximately 71 percent of the population was born in this state. Two-fifths of the approximately 12,000 persons 16 years of age and over are in the labor force. One-fifth of the civilian labor force is unemployed. While 53 percent of the males are in the labor force, one-third of females are in the labor force. Similarly, one-third of the females with children under 6 years of age are in the labor force, with almost one-half (47%) of the females with children 6 to 17 years of age working outside the home. Over three-fourths of the persons in the labor force commute to work, on average traveling 25 minutes to the workplace.

The greatest percentage of employed persons (3,918) work in precision production, craft, and repair occupations (16%); followed by machine operators, assemblers, and inspectors (14%); transportation and material moving occupations (13%); service occupations (11%); administrative support occupations, including clerical (10%); professional specialty occupations (10%); sales occupations (8%); handlers, equipment cleaners, helpers, and labors (7%); and executive, administrative, and managerial occupations (7%). Slightly more than 2 percent of the persons in the labor force are in farming, forestry, and fishing occupations. Only 1 percent of the persons employed in the labor force work as technicians and in related support occupations.

Employment by industry of the 3,918 persons is listed below:

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Agriculture, forestry, and fisheries | 69 | 1.8 | 16 |
| Mining | 164 | 4.2 | 8 |
| Construction | 303 | 7.7 | 5 |
| Manufacturing, nondurable goods | 427 | 10.9 | 4 |
| Manufacturing, durable goods | 546 | 13.9 | 2 |
| Transportation | 262 | 6.7 | 6 |
| Communications and other public utilities | 37 | .9 | 17 |
| Wholesale trade | 75 | 1.9 | 14 |
| Retail trade | 725 | 18.5 | 1 |
| Finance, insurance, and real estate | 157 | 4.0 | 9 |

*(continued)*

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Business and repair services | 92 | 2.3 | 11 |
| Personal services | 90 | 2.3 | 12 |
| Entertainment and recreation services | 70 | 1.8 | 15 |
| Health services | 189 | 4.8 | 7 |
| Educational services | 498 | 12.7 | 3 |
| Other professional and related services | 89 | 2.3 | 13 |
| Public administration | 125 | 3.2 | 10 |

Over two-thirds of the employed persons 16 years of age and over are private wage and salary workers. Almost one-fifth of the employed in Site 3 are government workers (local-36%, state-49%, federal-15%), about 10 percent are self-employed, and slightly more than 1 percent are unpaid family workers.

Of the 6,039 housing units in Site 3, almost one-half (45%) were built before 1970. Most of the houses are either two-bedroom (36%) or three-bedroom (44%) houses. Approximately 10 percent lack complete plumbing facilities. More than three-fourths have a public system or private company source of water, with an additional 14 percent having an individual drilled well as the source of water. Approximately 7 percent of the housing units have public sewage disposal, and approximately four-fifths have a septic tank or cesspool.

Slightly more than four-fifths (5,479) of the 6,039 housing units are occupied, with almost 44 percent of these being owner occupied. The median monthly mortgage is $364. The median monthly rent for renter-occupied housing units is $217. Approximately one-fifth (1,254) of the occupied housing units in Site 3 are renter occupied.

# Site 4

Approximately 35,000 persons live in Site 4. Over 90 percent of the population is rural. Less than 1 percent of the population lives on farms. Of the approximately 9,000 persons 3 years of age and over enrolled in school, almost 8,000 are in elementary or high school. Almost three-fifths of the persons 25 years of age and over do not have a high school diploma. Almost 6 percent have attained a college degree (associate, bachelor's, graduate, or professional).

Site 4 has a median household income of $12,855. Almost two-fifths of the 12,835 households have an income of less than $10,000. Over one-half of the households have an income of less than $15,000. Mean family income is $15,756. One-third of the 9,757 families have an income of less than $10,000; almost one-half of families have an income of less than $15,000. Over three-fifths of the households have Social Security (42%), public assistance (20%), or retirement (28%) types of income. Approximately two-fifths of all persons for whom poverty status is determined (34,985) live below the poverty level. One-third of the 9,757 families live below the poverty level. Over two-fifths of all families with related children under 18 years of age are below the poverty level; over one-half of families with related children under 5 years of age are below the poverty level. Of the 1,702 families headed by a female, three-fifths are below the poverty level. More than three-fourths of the families headed by a female with related children under 18 years (1,097) are below the poverty level. Of the families headed by a female with related children under 5 years of age in Site 4, 83 percent are below the poverty level.

Eighty-one percent of the Site 4 residents were born in this state. Slightly more than one-third of the approximately 27,000 persons 16 years of age and over are in the labor force. Over one-fifth of the civilian labor force is unemployed. While 48 percent of the males are in the labor force, only one-fourth of females are in the labor force. Approximately one-fourth of the females with children under 6 years of age are in the labor force, with almost two-fifths of the females with children 6 to 17 years of age working outside the home. Three-fourths of the persons in the labor force commute to work, on average traveling 26 minutes to the workplace.

The greatest percentage of employed persons (7,398) work in precision production, craft, and repair occupations (21%); followed by sales occupations (12%); administrative support occupations, including clerical (12%); transportation and material moving occupations (12%); service occupations (11%); professional specialty occupations (11%); executive, administrative, and managerial occupations (7%); handlers, equipment cleaners, helpers, and laborers (6%); and machine operators, assemblers, and inspectors (3%). Only 2 percent of the persons in the labor force work as technicians and in related support occupations. One percent of the persons employed in the labor force are in farming, forestry, and fishing occupations.

Employment by industry of the 7,398 persons employed is listed below:

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Agriculture, forestry, and fisheries | 56 | .8 | 16 |
| Mining | 1,497 | 20.2 | 1 |
| Construction | 355 | 4.2 | 7 |
| Manufacturing, nondurable goods | 116 | 1.6 | 15 |
| Manufacturing, durable goods | 241 | 3.3 | 11 |
| Transportation | 543 | 7.3 | 4 |
| Communications and other public utilities | 268 | 3.6 | 9 |
| Wholesale trade | 131 | 1.8 | 14 |
| Retail trade | 1,404 | 19.0 | 2 |
| Finance, insurance, and real estate | 243 | 3.3 | 10 |

*(continued)*

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Business and repair services | 223 | 3.0 | 12 |
| Personal services | 161 | 2.2 | 13 |
| Entertainment and recreation services | 56 | .8 | 16 |
| Health services | 509 | 6.9 | 5 |
| Educational services | 882 | 11.9 | 3 |
| Other professional and related services | 328 | 4.4 | 8 |
| Public administration | 385 | 5.2 | 6 |

Two-thirds of the employed persons 16 years of age and over are private wage and salary workers. Almost one-fourth of the employed in Site 4 are government workers (local-41%, state-50%, federal-9%), about 6 percent are self-employed, and less than 1 percent are unpaid family workers.

Of the 15,330 housing units in Site 4, almost two-thirds were built before 1970. Most of the houses are either two-bedroom (40%) or three-bedroom (41%) houses. Approximately 6 percent lack complete plumbing facilities. Almost three-fifths have a public system or private company source of water, while over one-half have an individual drilled well as the source of water. Approximately 32 percent of the housing units have public sewage disposal, and over two-fifths have a septic tank or cesspool.

Slightly more than four-fifths (12,880) of the 15,330 housing units are occupied, with over one-half of these being owner occupied. The median monthly mortgage is $366. The median monthly rent for renter-occupied housing units is $221. Approximately one-fifth (2,609) of the occupied housing units in Site 4 are renter occupied.

# Site 5

Approximately 18,000 people live in Site 5. Four-fifths of the population is rural. Of the approximately 4,700 persons 3 years of age and over enrolled in school, almost 3,800 are in elementary or high school. Almost one-half of the persons 25 years and over do not have a high school diploma. Slightly more than 8 percent have attained a college degree (associate, bachelor's, graduate, or professional).

Site 5 has a higher income level than the previous four counties, yet it also falls below the national average. Median household income is $15,858. Almost one-third of the 6,570 households have an income of less than $10,000. Almost one-half of the households have an income of less than $15,000. Mean family income is $18,637. One-fourth of the 5,160 families have an income of less than $10,000; two-fifths of families have an income of less than $15,000. Over three-fifths of the households have Social Security (33%), public assistance (18%), or retirement (12%) types of income. Approximately one-fourth of all persons for whom poverty status is determined (18,090) live below the poverty level. One-fourth of all families (5,160) live below the poverty level. Almost one-third of all families with related children under 18 years of age are below the poverty level; over one-third of families with related children under 5 years of age are below the poverty level. Of the families headed by a female (755), over two-fifths are below the poverty level. Almost three-fifths of the families headed by a female with related children under 18 years of age (493) are below the poverty level. Of the 158 families headed by a female with related children under 5 years of age in Site 5, 73% are below the poverty level.

Eighty-one percent of the population was born in this state. One-half (53%) of the approximately 13,614 persons 16 years of age and over are in the labor force. One out of ten in the civilian labor force is unemployed. While 65 percent of the males are in the labor force, slightly more than two-fifths of females are in the labor force. More than one-half of the females with children under 6 years of age are in the labor force, with more than one-half (54%) of the females with children 6 to 17 years of age working outside the home. Approximately 88 percent of the persons in the labor force commute to work, on average traveling 22 minutes to the workplace.

The greatest percentage of employed persons (6,422) work as machine operators, assemblers, and inspectors (19%); followed by precision production, craft, and repair occupations (16%); administrative support occupations, including clerical (13%); service occupations (9%); professional specialty occupations (9%); transportation and material moving occupations (9%); sales occupations (8%); handlers, equipment cleaners, helpers, and labors (5%); and executive, administrative, and managerial occupations (5%). Slightly more than 3 percent of the employed persons are in farming, forestry, and fishing occupations. Almost 3 percent of the persons employed in the labor force work as technicians and in related support occupations.

Employment by industry of the 6,422 employed persons is listed below:

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Agriculture, forestry, and fisheries | 103 | 1.6 | 15 |
| Mining | 437 | 6.8 | 6 |
| Construction | 365 | 5.7 | 7 |
| Manufacturing, nondurable goods | 881 | 13.7 | 2 |
| Manufacturing, durable goods | 1,246 | 19.4 | 3 |
| Transportation | 302 | 4.7 | 8 |
| Communications and other public utilities | 156 | 2.4 | 11 |
| Wholesale trade | 103 | 1.6 | 15 |

*(continued)*

| Industry | Number | Percent | Rank |
|---|---|---|---|
| Retail trade | 789 | 12.3 | 3 |
| Finance, insurance, and real estate | 233 | 3.6 | 10 |
| Business and repair services | 129 | 2.0 | 14 |
| Personal services | 136 | 2.1 | 13 |
| Entertainment and recreation services | 32 | .5 | 17 |
| Health services | 588 | 9.2 | 4 |
| Educational services | 489 | 7.6 | 5 |
| Other professional and related services | 147 | 2.3 | 12 |
| Public administration | 286 | 4.5 | 9 |

Two-thirds of the employed persons 16 years of age and over are private wage and salary workers. Fourteen percent of the employed in the county are government workers (local-61%, state-28%, federal-11%), about 7 percent are self-employed, and less than 1 percent are unpaid family workers.

Of the 7,122 housing units in the county, almost two-fifths were built before 1970. Most of the houses are either two-bedroom (33%) or three-bedroom (45%) houses. Approximately 6 percent lack complete plumbing facilities. Slightly more than three-fourths have a public system or private company source of water; while one-fifth have an individual drilled well as the source of water. Approximately 21 percent of the housing units have public sewage disposal, and almost three-fourths have a septic tank or cesspool.

More than 90 percent (6,534) of the 7,122 housing units are occupied, with 45 percent of these being owner occupied. The median monthly mortgage is $432. The median monthly rent for renter-occupied housing units is $230. Approximately one-fifth (1,445) of the occupied housing units in the county are renter occupied.

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